ELSEVIER

Cognition 55 (1995) 341–342

COGNITION

Contents of Volume 55

Number 1

REBECCA TREIMAN (*Wayne State University*), ANDREA ZUKOWSKI (*Boston University*) and E. DAYLENE RICHMOND-WELTY (*Wayne State University*)
What happened to the "n" of *sink*? Children's spellings of final consonant clusters, 1–38

WILLIAM G. HAYWARD and MICHAEL J. TARR (*Yale University*)
Spatial language and spatial representation, 39–84

WILLIAM P. WALLACE, MARK T. STEWART, HEATHER L. SHERMAN and MICHAEL D. MELLOR (*University of Nevada*)
False positives in recognition memory produced by cohort activation, 85–113

Number 2

RICHARD COOPER and TIM SHALLICE *(University College London)*
Soar and the case for unified theories of cognition, 115–149

DAVID L. SHARE *(University of Haifa)*
Phonological recoding and self-teaching: *sine qua non* of reading acquisition, 151–218

Discussions

GERARD KEMPEN *(Rijks Universiteit, Leiden)*
Processing discontinuous lexical items: a reply to Frazier, 219–221

LYN FRAZIER *(University of Massachusetts at Amherst)*
The uncertainty principle: a reply to Kempen, 223–226

Number 3

MICHAEL SPIVEY-KNOWLTON and JULIE C. SEDIVY (*University of Rochester*)
Resolving attachment ambiguities with multiple constraints, 227–267

MANFRED CLYNES (*Sonoma, CA*)
Microstructural musical linguistics: composers' pulses are liked most by the best musicians, 269–310

JUDIT DRUKS (*University of Essex*) and JOHN C. MARSHALL (*The Radcliffe Infimary, Oxford*)
When passives are easier than actives: two case studies of aphasic comprehension, 311–331